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ABSTRACT

The purpose of this learning module is to clarify some major points of controversy regarding Puerto Rican Spanish. It is part of a series of modules developed by the Teacher Corps Bilingual Project to aid the prospective teacher of English as a second language. The objectives of this module are to enable the student to: (a) determine the linguistic validity of the Puerto Rican Spanish dialect and (b) to list and explain the outstanding characteristics of Puerto Rican Spanish that make it different from other forms of Spanish. The module includes an essay on Puerto Rican language and culture and the ways in which it differs from other languages and cultures. Required and optional enabling activities include field research seminar attendance, study exercises, and readings. Pre- and post-assessment instruments are included in the module. (HMD)

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MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

TTP 001.07 PUERTO RICAN
SPANISH

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SP008 313

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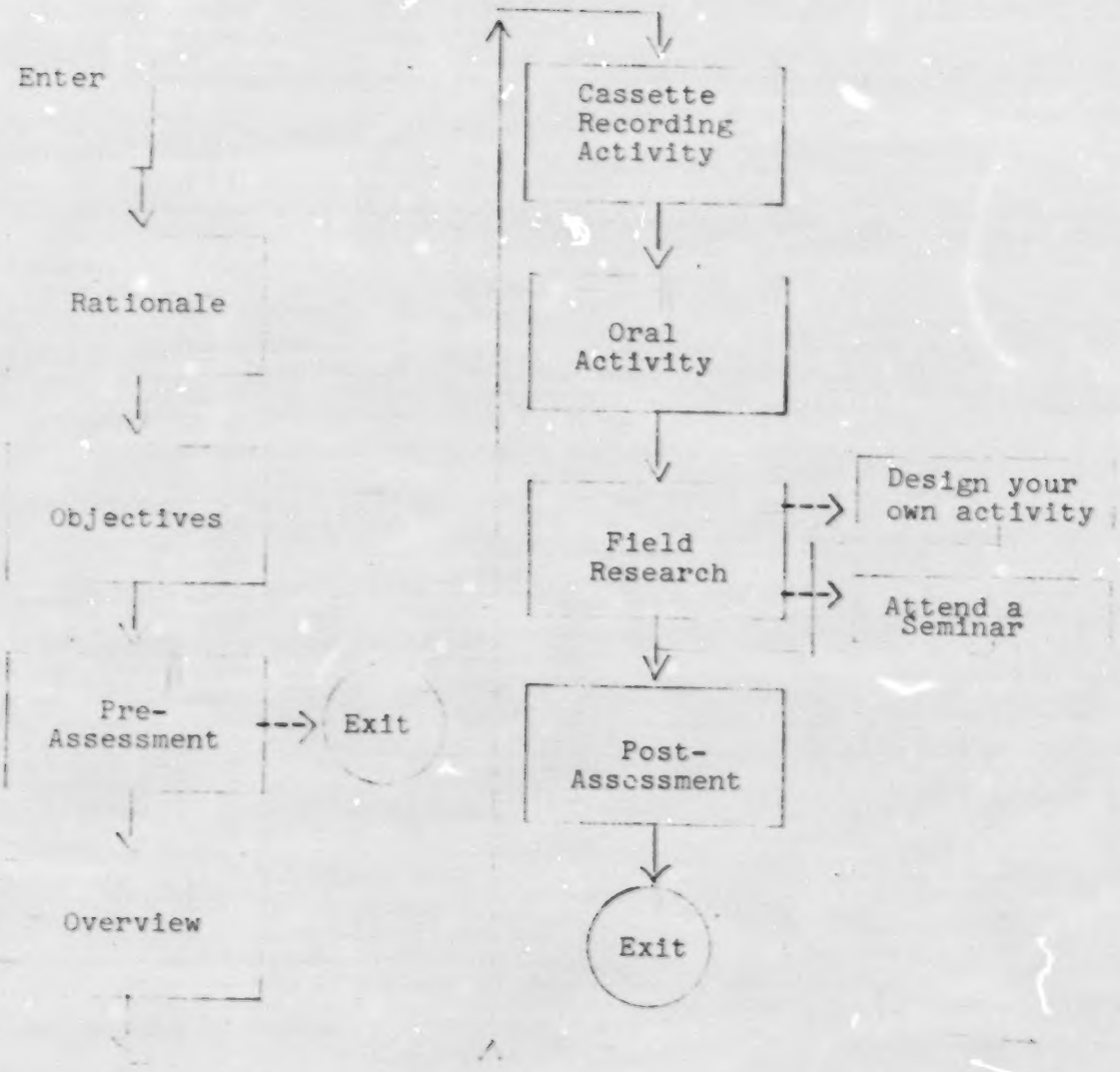
PUERTO RICAN SPANISH



RATIONALE

It is very interesting to observe the extent to which people classify objects, persons, situations, and experiences as "good" and "bad." This tendency is due largely to our judging beforehand or without the proper knowledge. This prejudiced attitude is extended to our views of language.

Most teaching institutions only teach Castilian Spanish with all its idosyncratic forms, which are archaic and useless to the language learner in Latin America and regions of Spain other than Castile. This springs from an attitude completely rejecting and regarding as inferior any versions of Spanish other than Castilian. For example, a Puerto Rican student at Columbia University was recently engaged in a very interesting discussion with another student who happened to be from Zaragoza, Spain. Naturally, they were conversing in Spanish and, to their amazement, another classmate who was an American asked them how it was possible for them to understand each other. One must question the linguistic criteria upon which such a judgment is based.

Of the multitude of dialects which exemplify the Spanish language, Puerto Rican Spanish has suffered the most severe rejection by language "purists" and pseudo-linguists. The need to take a clear and open look at the Spanish spoken in Puerto Rico is preeminent. It is the purpose of this module to clarify some major points of controversy regarding Puerto Rican Spanish.

OBJECTIVES

Given a series of learning activities on Puerto Rican Spanish the participant will be able to:

- -determine the linguistic validity of the Puerto Rican Spanish dialect.
- -list and explain the outstanding characteristics of Puerto Rican Spanish which makes it different from other forms of Spanish.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following questions according to the directions noted in each:

I. List and explain different historical situations which have affected the Spanish spoken in Puerto Rico. Be specific.

II. Explain in your own terms:

A. seseo

B. intonation

C. morphology

D. syntax

III. In the space provided, label the following words as being either Americanisms or Anglicisms:

A. guagua _____

B. pitirre _____

C. maya _____

D. beisbol _____

E. biste _____

F. ausubo _____

IV. Answer briefly:

A. What are "open vowels"?

B. What does it mean to say that whatever need may arise in a culture, language is revised to include it?

C. How can language express the particular vision of its speakers?

D. How can we explain the dorso fricative vibrant /r/ in Puerto Rican Spanish?

V. Discussion question:

To what degree has the American English influence endangered the status of the Spanish spoken in Puerto Rico?

OVERVIEW

The Antilles form an archipelago between North and South America; to be more precise, between southern Florida and the northeastern coast of Venezuela. These islands are grouped into major divisions: Greater Antilles and the Lesser Antilles. Part of the former group is the small island of Puerto Rico which is our focus of attention in this essay.

Puerto Rico is a country with an Hispanic background discovered by Christopher Columbus on November 19, 1493, and colonized by Spain after the year 1508.

During three long centuries Puerto Rico was exploited as a colony of Spain. The existing Indian population was completely absorbed by the Spaniards in a few years, and the African element was brought in as a substitute to work in the fields. It was not until 1898 that the Island was freed of the Spanish rule. Puerto Rico was ceded to the United States of America as part of the war booty Spain surrendered after its defeat in the Spanish-American war. Up to the present moment, Puerto Rico is a colony of the United States of America with close commercial and political ties.

These facts about the history of Puerto Rico are very relevant when studying the linguistic situation in the Island. Elements from the Taino-Arawak culture, the ethnic presence of the African, the formation of a creole society closely tied to the mother country, the political ani economic presence of the United States, and the formation of a new middle class guided by North American cultural values are the most outstanding factors in determining the present status of Puerto Rican Spanish.

Three aspects of the language are to be considered in a general way. The focus will be upon pronunciation, morphology and vocabulary. These are the language areas in which some diversity may be found among the different forms of Spanish used in America and Europe. Some phenomena occurring in the syntactic element of Puerto Rican Spanish is claimed by some to be due to the linguistic interference with the English language. This will also be dealt with in the body of this paper.

The pronunciation of Spanish in Puerto Rico falls into the frame of norms of Latin America. There are eighteen consonant phonemes[1] and seven vowel sounds or vowel phonemes.[2]

The consonant system in Puerto Rico, as well as in Latin-America, does not include the c, z, w, x, k, sounds. The/s/ sound is used in words such as "cine" and "zapato." This characteristic is known as "seseo" (/seseo/). The c consonant and the formation q + u are used to produce a /k/-like sound. The /w/ and /x/ phonomes are not to be found in Spanish.

The main or dominant characteristics of this consonant system, according to Dr. Ruben del Rosario,[3] are the following:

1. "seseo"
2. frontal or predorsal /s/
3. aspirated /h/ to substitute /j/ sound: /hamás/, /hobo/, /paha/
4. change s>h in implosive position: (in-rush of air)?
5. dorsal /n/ at the end of words: /pan/, /jamón/.

These five characteristics are accepted in all social and educational levels of the community. They are used in the school, in the office and at home.[4]

A Puerto Rican who pretends to differentiate between the /c/, /z/, and /s/ sounds and/or who intends to differentiate between /ll/ and /y/ sounds is considered a snob and a pseudo-intellect. The correct enunciation of the /s/ sound at the end of words is acceptable during the process of reading. Not only in Puerto Rico, but in the area of the Greater Antilles and other countries such as Venezuela and Panama,[5] the desire to emulate the patterns of enunciation normal to Castilian Spanish is considered a sign of poor taste and false vanity. Notice that these two countries, although part of the Continent, border the Caribbean Sea and have close ties with the Antilles.

Almost always, consonants in a final position are reduced. One factor to be considered is that Puerto Rico was colonized by large numbers of Spaniards coming from the southern region of Spain. It is typical of the people from that sector of Spain to alter or reduce consonant sounds at the end of words. Thus the forms such as: /uhte/ [formal form for <u>you</u> (notice the aspirated /h/ sound instead of the /s/ sound] and /liberta/ [liberty (in which the final /d/ is omitted] are acceptable in both places. The case of final /s/ sound was mentioned previously but we should bear in mind the following specification. It is true that final /s/ is reduced to an aspirated /h/ sound, but there are words which preserve it. Examples of these words are: "nariz," "solaz," "tez," "reves."

Spanish has only the following consonant sounds in final position: /d,l,r,n,s,z/. Of these consonant sounds, /l/ and /r/ are very frequently interchangeable. Consequently, there are words such as /komel/ for /komer/. This changing of r>l or viceversa also occurs at the end of syllables: /velde/ instead of /verde/ ("green") or /argo/ for /algo/ ("something"). This form of pronunciation is common among the rural population and the lower economic sectors but rarely found in the large urban areas.

The /r/ or strong double r sound is typical of Puerto Rico. This sound has not been diffused throughout Latin America. This /r/ is a dorso fricative[6] phoneme with some vibration, but the tendency is to produce an effect similar to the Castilian /j/ sound. It is frequently called velar 'r' and is found in words such as "ferrocarril, " "carro," and "rosa." This peculiar pronunciation of the Spanish /r/ (apical alveolar vibrant)[7] is found at different social and educational levels, but the Castilian /r/ is preferred by educated people. There are many hypothesis concerning the origin of the Puerto Rican velar 'r'. One of the most interesting opinions is that of Tomas Navarro. According to him, the Taino Indians did not have the 'r' sound in their language, and thus they interpreted the Spanish apico-alveolar vibrant /r/ as a velar vibrant. This phonetic habit is more common among the population of Maricao, where the Indians of the Island lived separated from the Spaniards for a longer period of time. Ruben del Rosario rejects this hypothesis completely. He brings to our attention that the /r/ sound is a modern phenomenon in the French, German, Dutch and Portuguese languages.[8] However, this is debatable since native

speakers of these languages do not recognize the Puerto Rican /r/ sound as equal to their dorso fricative vibrant /r/ sound. Actually, there seems to be no reliable data to substantiate either hypothesis, thus leaving us in a state of confusion regarding this aspect of the Puerto Rican phonological system.

Two vowel systems are known in Puerto Rico: one containing five vowel sounds, and another with seven vowel sounds. The first system contains the five basic vowel sounds in Spanish. The second system comes as the result of the /s/>/h/ change in the Spanish of the Island. The fact that, in many occasions, "los pies" (the feet) is pronounced /lohpieh/ forces the vowels /o/ and /e/ to be open, thus producing two additional vowel sounds which are in contrast with the closed /o/ and /e/ sounds:

Closed Vowel:	Open Vowel:[9]
/dio/ (from the verb "to give")	/Dioh/ (meaning "God")
/el pie/ ("one foot")	/lohpieh/ ("feet")

These two additional vowel sounds are understood by many Puerto Ricans though they may not practice them in their conversation.

There are other aspects in the pronunciation of Spanish which are found in Puerto Rico. These ways are typical of illiterate or quasi-illiterate people:

1. simplification of sounds:[10]

   /dotor/ or /dotol/ for /doctor/

2. metathesis[11]- /estó gamo/[12] for /estómago/;
   /naide/ for /nadie/

3. /i/ = /e/ - /dispués/; /medecina/

4. /u/ = /ɔ/ - /fundillo/ for /fondillo;
   /sepoltura/ for /sepultura/

These alterations do not have acceptance among the educated people of the Island. A child may learn them with his peers, but he has to drop their use at school and in the presence of literate adults.

One interesting aspect of pronunciation is intonation or "tonada." The way a Puerto Rican speaks is different from the way a Cuban or a Dominican speaks. There is a particular melodic tone to each of these ways of speaking. It is usual for a Cuban to say that a Puerto Rican "sings" when he talks and, viceversa, a Puerto Rican may feel the same way about the Cuban. Dr. Ruben del Rosario, among many other linguists, considers this intonation as inherited.

When we speak, we do not keep the same tone for every syllable in a phrase. Our voices go up and down in order to make distinctions between a question, a statement, or a command. We express our feelings through these oral inflections, and we do it unconsciously.

Samuel Gil Gaya[13] stresses that since the intonation patterns of a community are unconscious, they resist the patterns brought by a new language. It is well known that in countries where Indian languages remain alive, such as in Mexico and Peru, the Indian intonation patterns have modulated the Castilian patterns. without any conscious awareness of the speakers.

It is supposed that the Spanish intonation patterns in Puerto Rico have not been influenced by those of the Taino Indians. The arrival of the Spaniards to Puerto Rico meant the total disintegration of the Indian population in the Island through diseases, slavery, wars and inter-marriage. The prompt extermination of the Indian element explains why the intonation and pronunciation patterns of the Puerto Rican Spanish were not affected by the Taino language. Even though different communities have different intonation patterns, the comprehension of the spoken language is not affected.

The most characteristic elements of a language are its morphology and the syntax. Morphology is the study of the elements in the sentence, the verb, the noun, the adjective, etc., and the changes they suffer: conjugations, gender, number.... Syntax establishes the necessary order to form larger segments with words such as phrases and sentences. According to some linguists, Puerto Rican Spanish has received some influence from American English in its syntactic and morphological elements.

The Spanish language makes heavy use of the active voice with verbs and leaves the passive voice for specific occasions. In the English language there are many instances in which the passive voice is preferred; not so in Spanish. But due to the permeating presence of English in Puerto Rico, the Spanish speaker of the Island is using the passive voice in novel ways: "Se vende," "La tienda se abre...se cierra."

This use of the passive voice is not grammatically incorrect. The Puerto Rican has simply shown his preference for that particular

usage. This is what some language purists have not provided for. The speakers of a language may choose among the possibilities for expression offered by their language whatever grammatical form suits them best. Another example of this linguistic preference is in the use of prepositions. Many Puerto Ricans prefer to say "Esta al llegar" instead of "Esta por llegar." Both forms are grammatically correct, but many "experts" in linguistics classify the former use as influenced by the English for "He is due to arrive." It may be that, to some extent, English has influenced the Puerto Rican Spanish speaker to choose some syntactic forms which happen to be similar to the English syntax. But those forms chosen are within the possibilities of the language.

Many linguists condemn the Puerto Rican's use of the demonstrative pronouns "aquel," "aquellos," "aquella" in the following situations:

"Aquel que quiera entrar, que entre" (instead of "el que quiera entrar").

"Los problemas actuales de American son diferentes de aquellos de Europa" (instead of "de los de Europa").

The Spanish article is strong enough to maintain its position after the preposition "de" (of) without having to use the demonstrative pronoun those as a substitute. Thus, the syntactic use of "aquel" is considered by many Spanish purists as a "poor translantion" of the use of "those" in English.

All those uses which Puerto Ricans prefer are widespread in Latin America. Modern linguistics has accepted them because it is

the speakers of a language who determine what is correct.

There is a basic agreement in the formal sources of expressing concepts such as gender, tense, person, and mood among the different dialects of a language. Thus the morphological system of Spanish is common to the Spanish speakers in American and in Europe. This agreement guarantees linguistic communication among all speakers of Spanish, but still there are some minor differences in this word-formation system.

One morphological difference between the Spanish spoken in Puerto Rico and other regions is the use of the diminutive. Puerto Rico continues to use the Spanish ending /-ito/ while in Cuba, Venezuela, and Costa Rica the /-ico/ prevails in words such as "ahoritica" and "momentico."[14]

The /boseo/ ("voseo") has completely disappeared in Puerto Rico. The forms "tu," "usted," and "ustedes" are used at all social levels instead of "vos" and "vosotros."

Vocabulary is the least stable characteristic of a language. New words are constantly being created and continually passing out of active use. Some words are more transient than others, but none are absolutely immortal. Vocabulary is open to innovation and it reflects the cultural changes a society is undergoing. Changes in vocabulary occur within our life-span, while changes in the morphology, syntax, and/or phonemes of the language usually take generations.

Puerto Ricans have for their use a vast vocabulary enriched from various sources. Americanisms are words of Indian origin or

or created by the creoles in the New World, and there is a rich amount of them in Puerto Rican Spanish besides words taken from the English language.

There are Americanisms which refer to the activities of man, plants, and their products, cultural objects, and animals. Some examples are:

1. "guagua" - bus
2. "pitirre" - small black bird
3. "asopao" - rice stew
4. "bachata" - informal gathering

These Americanisms are words of Indian origin and/or creole formation. Some of these words are of European Spanish origin but with a new meaning and usage in America. Some words of Taino origin are:

1. "maya" - a plant
2. "ausubo" - a tree
3. "yautia" - an edible root
4. "batey" - yard

Another element of great relevance in the vocabulary of the Puerto Rican is the Anglicism. We find these words of English origin in the newspapers, imported products, signs, and to a lesser degree in the daily conversation.

Some examples of these Anglicisms are:

1. "beisbot" (baseball)
2. "biste" (beefsteak)
3. "chequear"(to check)
4. "parquear"(to park)
5. "dry cleaning"

Most of the words of English origin used by the Puerto Rican are also commonly used in the Antilles, Central America, and Venezuela.[15] We find most of these words in the urban centers which

are strongly exposed to North American influence through commerce, political ties, movies, television, imported products, and technical advances.

It is absurd to believe that the Spanish spoken in Puerto Rico is endangered by American English influence. There is abundant use of English words on signs and the sports section of the newspaper, but there is less influence in the everyday spoken language. The influence of American English has not in the least affected the Puerto Rican pronunciation nor the intonation. Words taken from English have undergone a transformation to adjust to our articulatory habits: "noquer," "blofero."[16]

Anglicisms are very uncommon among the country "jibaro" and the uneducated people. These people depend more on the use of Americanisms. The educated people in the Island use a considerable number of Anglicisms. This is due to various reasons such as:

1. naming new ideas and objects
2. desire to be more precise
3. desire to be understood as quickly as possible.[17]

It should be noted that the amount of words with an English origin used by educated Puerto Ricans is a minimal percentage of their total vocabulary. In most cases the Spanish word is available for the use of the speaker. It is just a question of preference when a Puerto Rican says "sandwich" and not "emparedado." He has knowledge of both words, and he uses them according to the social situation in which he is involved. Another common phenomenon is the adoption of an English meaning to a Spanish word. Thus, the word "facultad" has the Spanish meaning of "college building" and the English meaning of "teaching staff."

Therefore Puerto Rican Spanish has acquired a tremendous flexibility adapting words from the English language, and in this sense, our language is richer than Castilian Spanish.

Not only does Puerto Rico take words from English, but it also receives new words from other dialects of America such as Cuban Spanish. This is due to the immigration laws in Puerto Rico which are ruled by the North American Federal Government. This is an important factor; the United States is very "lenient" to immigrants and thus Puerto Rico has to allow huge numbers of immigrants and/or refugees from other Latin American countries.

There is a question which remains to be answered. Is Puerto Rican Spanish inferior or superior to any other dialect of the Spanish language? If the concept of language is clear, there should not be any doubts of this nature. Each language and/or dialect suits the needs of the culture of its speakers. It is a vivid and faithful reflection of its culture.[18] Whatever need may arise in a culture, language is revised to include it. This is why words such as "futbol" and "tenis" were added to the language in Puerto Rico.

Language expresses the particular vision of its speakers. Each society, just as each individual, has an idiosyncratic understanding of man, the world, the universe. This particular philosophy of life is reflected in the language spoken by the members of the society. Jorge Luis Porras Cruz presents one example of this aspect of the language in his essay, "Individuo, Sociedad y Lengua."[19] He mentions that in the Romance languages gender is a crucial aspect in the classification of elements.

Objects, persons, and situations are masculine, feminine or neutral. In the Ural-Altaic languages of the Soviet Union there is no use of the grammatical gender. In the same way, certain words are considered of different gender in different languages. "la luna" ("moon") is feminine in Spanish, but it is masculine ("der mond") in German, with the word "sun" the opposite is true "el sol" (Spanish) and "die sunne" (German).

It can be said, in agreement with many linguists, that preference for a particular language is really a preference for a particular culture. When a person says that Castilian Spanish is "better" than Puerto Rican Spanish, that person is expressing a very subjective admiration towards the culture of a particular region in Spain.

As a final thought about the Spanish in Puerto Rico, we should ponder the words of Don Navarro Tomas: "...el futuro del español de Puerto Rico sea en definitiva lo que los puertorriqueños quieran que sea."[20] It is beyond any doubt that the Puerto Rican people love their maternal tongue. Spanish is to stay as one of the great pillars of the Puerto Rican culture.

FOOTNOTES

[1]A significant speech sound in a particular language.

[2]Ruben del Rosario, El Español de America (Sharon: Troutman Press, 1970), pp. 80-81.

[3]Ibid., p. 81.

[4]Ibid.

[5]Notice that these two countries, although part of the South American Continent border the Caribbean Sea and have economic, political, and historical ties with the Antilles.

[6]See diagram page #22.

[7]See diagram page #23.

[8]Ruben del Rosario, Ibid, p. 83.

[9]Ibid.

[10]Ibid., p. 84.

[11]The transposition of letters, syllables, and sounds in a word.

[12]Accepted by the "Real Academia Espanola".

[13]Samuel Gili Gova, Nuestra Lengua Materna (San Juan: Institute de Cultura Puertorriquena, 1965), p. 40.

[14]Ruben del Rosario, Ibid, p. 86.

[15]See footnote #5.

[16]Ruben del Rosario, "La Influencia del Ingles den Puerto Rico", Antologia de Lecturas (Rio Piedras: Editorial Universitaria, 1966), p. 107.

[17]Ibid. p. 111.

[18]Ray Past, Language As A Lively Art (Dubuque, Iowa: Wm. C. Brown Company, 1970), p.6

[19]Jorge Luis Porraz Curz, "Individuo, Sociedad y Cultura," Antologia de Lecturas (Rio Piedras: Editorial Universitaria, 1966), p. 49.

[20]Washington Llorens, El Habla Popular de Puerto Rico (Rio Piedras: Editorial Edil.), 1971, p. 141.

I. Required:

A. Listen to the cassette which is included in this module to illustrate some of the grammatical problems posed in the Overview.

This brief recording will hopefully help you clarify some of the phonological situations discussed in this unit of work.

It was stated that the main characteristics of the consonant system of Puerto Rican Spanish are:

1. seseo
2. aspirated /h/ to substitute /j/ sound
3. change s to h in implosive position
4. dorsal /h/ at the end of words
5. yeismo

We shall attempt to define and illustrate each of these characteristics.

Seseo is substitution or alteration of the /z/ and /c/ Castilian sounds for an /s/ sound as in:

1. zapato - sapato
2. cazar - casar
3. cero - sero

The Spanish /j/ sound is substituted by an aspirated /h/ sound. Compare the following:

1. jobo - hobo
2. paja - paha
3. jamas - hamas

The change of /s/ for /h/ sound can be illustrated in:

1. pehcar - pescar
2. lahcohtah - las costas
3. lahmujerah - las mujeres

The dorsal /n/ sound is similar to the /n/ sound. Some linguists explain this allophone of the /n/ sound as a result of the African influence in the

Puerto Rican Spanish:

1. jamon - jamon
2. pan - pan

Notice the tendency to nasalize this /n/ sound.

The "glismo" is the change of /ll/ for /y/ as in /cage/ for /calle/ and /yero/ for llevo/. This feature of consonant pronunciation is common in Latin America though not as generalized as the seseo.

Consonants in final position are almost always reduced or altered. Final d usually disappears in words of more than one syllable:

1. uhte ... notice the aspirated /h/ sound
2. liberta
3. ciuda

Final s is reduced to an almost inaudible aspirated /h/ sound:

1. casas - casah
2. mujeres - mujereh

Final z is changed to an s sound or reduced to aspirated /h/ sound:

1. capaz - capas - capah

Some words ending in z sound preserve the final sound always but altered as a s sound:

1. nariz - naris
2. tez - tes

The change of l for r is common among the low socio-economic persons and even moreso in the countryside:

1. comprar - compral
2. suerte - suelte
3. puerta - puelta
4. verde - velde

The strong double /rr/ sound which is so typical of Puerto Rico is a dorso fricative sound with some vibration. Dorso means that the point of articulation of this sound is at the back of the tongue; fricative means that some air is rushed through the small passage provided at the point of articulation creating some degree of friction.

Compare the following sounds:

1. /rr/
2. carro - carro
3. rosa - rosa

Listen to other similar sounds in French, German and Portuguese:

1. _____
2. _____
3. _____

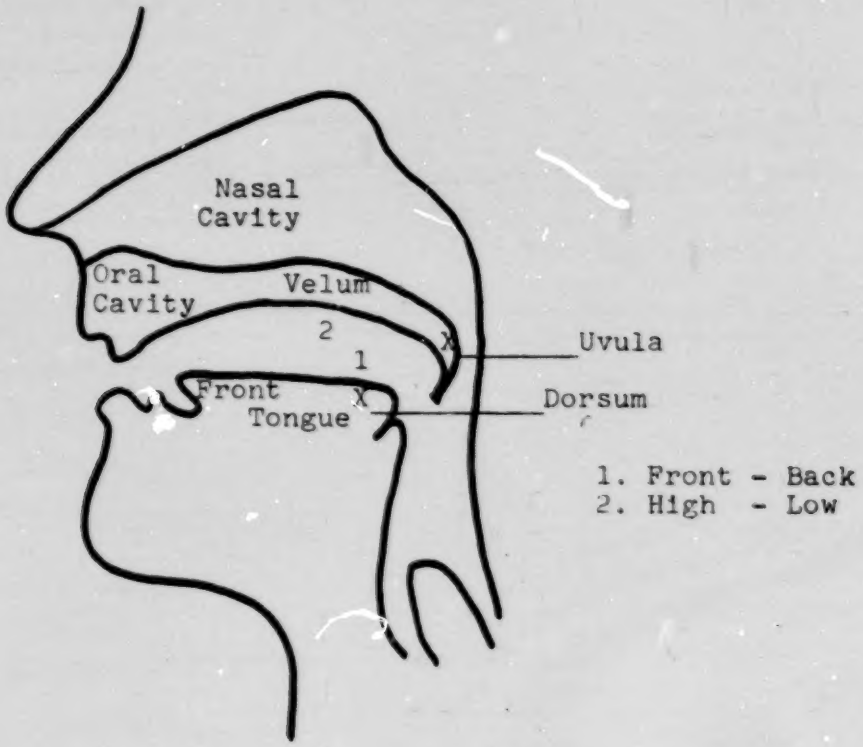
Open vowels are created when a vowel is followed by an s sound which is altered into an aspirated /h/ sound. This alteration in sounds makes the preceding vowel stay open so that the articulatory organs may produce the following aspirated h sound. Listen to the following examples:

1. Los pies - Loh pieh
2. Dios - Dioh
3. Tu comes - Tu comeh

Intonation is a very interesting aspect in the pronunciation of a language. The way a Puerto Rican speaks is different from the way a Cuban or a Dominican speaks. Listen to the following samples: (notice the difference in rhythm and rise and falling patterns in these sentences.)

B. Study the following diagrams.

1. The Puerto Rican /r/ sound is produced by forcing breath through the constricted passage which is formed by touching the velum with the dorsum of the tongue, thus producing a vibrant sound similar to the Castilian /j/ sound.



This sound is also called velar "r" since its point of articulation is the velum. Try to produce the sound as indicated in the above description.

2. The Castilian /r/ sound is preferred by educated Puerto Ricans. This sound is produced by forcing an air stream through the passage created by connecting the apex of the tongue to the alveolar ridge and producing a soft vibration.

xx-Alvelor Ridge

x-Apex Of The Tongue

Try to produce this sound as indicated above.

C. Field Research: Select one option:

1. Select two subjects for a recording:

   a. One Puerto Rican with a collebe background coming from an urban area in the Island, such as San Jauan, Ponce, or Rio Piedras.

   b. One Puerto Rican with limited formal education, not exceeding Junior High School level, coming from a rural area in the Island such as the central mountain range.

   Present one specific topic to elicit a conversation with the interviewee such as politics, meat prices, living conditions in his/her community, etc.

   Subjects are to be interviewed separately. After recording these two conversations, study carefully the subjects' oral production in terms of vocabulary, phonology, and changes in word formation. Present a written report to your module coordinator on your observations and conclusions.

2. Prepare two lists of words used in Puerto Rico; one list containing Americanisms and the other Anglicisms. Divide the Americanisms in the following areas: food, nature and man's daily activities. Divide the Anglicisms in terms of food, technicisms, education, office work, commerce in general, and games.

   Select eight subjects: four urban sophisticated Puerto Ricans and four rural Puerto Ricans with limited formal education. Read both lists of words to each of them individually and ask them to define the words.

   Prepare a written report on your observations.

   You can use the following sources to prepare your two word lists:

   a. Malaret, Augusto. Vocabulario de Puerto Rico, (New York: Las Americas Publishing Co., 1955).

   b. Del Rosario, Ruben. Vocabulario Puertorriqueno, (Sharon: The Troutman Press, 1965).

II. Optional: Ask your module coordinator for the material:

A. Ruben Del Rosario, "Las Antillas," El Espanol de America (Connecticut: Troutman Press, 1970).

B. German de Granda. Transculturacion e Interferencia Linguistica en el Puerto Rico Centemporaneo 1898-1968.

C. Design your own learning activity.

D. Attend a seminar as scheduled by your module coordinator.

POST-ASSESSMENT

Directions: Select one option:

I. Write a short essay (a minimum of 1,000 words) about the validity of Puerto Rican Spanish. Present a complete and up-to-date bibliography on the topic. Give your essay to your module coordinator for evaluation.

II. Prepare a recording of a Puerto Rican Spanish-speaker and one of a Spanish speaker from another Latin American country. Present a topic to the subjects for them to develop. The persons to be recorded have to be well motivated to record. The validity of the recording may be affected if the subjects are conscious of its purpose, that is, to analyze and compare their oral language production.

After the recording is prepared, study it and try to find outstanding differences in pronunciation, vocabulary, and any other aspect of their oral language. List these differences and discuss them with your module coordinator.

Competency will be certified when the module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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1. Gili Gaya, Samuel. Nuestra Lengua Materna. San Juan: Instituto de Cultura Puertorriqueña, 1965.

2. Llorens, Washington. El Habla Popular de Puerto Rico. Rio Piedras: Editorial Edil., 1971.

3. Past, Ray. Language As A Lively Art. Dubuque, Iowa: Wm. C. Brown Co., 1971.

4. Porraz Cruz and Jorge Luis. "Individuo, Sociedad y Cultura" in Antologia de Leturas. Rio Piedras: Editorial Universitaria, 1966.

5. Rosario (del), Ruben. El Español de America. Sharon: Troutman Press, 1970.

6. Rosario (del), Ruben. "La Influencia del Ingles en Puerto Rico" in Antologia de Lecturas. Rio Piedras: Editorial Universitaria, 1966.